ADVANCED ISSUES IN CLINICAL PSYCHOLOGY (PSYC 455)
Theory & Practice of Psychotherapy
Fall Semester, 2016

INSTRUCTOR: Roberta M. Diddel, Ph.D.
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CLASS MTGS: Tuesdays & Thursdays, 1:00-2:15
OFFICE HRS: Tuesdays & Thursdays, 12:05 -1:00 p.m. (other times by arrangement) – Humanities 119

Course Overview & Expectations

PREREQUISITE: Abnormal Psychology (PSYC 332) – absolute requirement/.no exceptions

REQUIREMENTS:
This class is a seminar consisting of a combination of lecturing, discussion of reading materials, and completion of written exercises. Requirements include:

(A) Participation in discussion of assigned readings & classroom exercises
(B) Completion of 9 exercises in essay format (for details, see handout entitled *Exercises*)
(C) Active engagement in classroom exercises

Class attendance is mandatory. Students are allowed one (1) unexcused absence. Additional absences will result in the loss of 1 grade point from your final grade. Thus, if your final grade is 92, and you have one unexcused absence, you will receive a grade of 91. Excused absences include:

(A) Illness *with a doctor's letter*
(B) School sponsored events, with a letter from the coach or supervisor
(C) **Serious** personal emergencies, reported to the instructor *prior to class*

READINGS & REFERENCES:

- Sommers-Flanagan, J. & Sommers-Flanagan, R. (2015). *Counseling and psychotherapy theories in context and practice, 2nd ed.* Hoboken, NJ: John Wiley & Sons. (Noted on the syllabus as **S&S**)
- Readings accessed on OwlSpace, noted in the syllabus by the symbol: **OwlS**
- Watson, D. & Tharp, R. (2014). *Self-directed behavior, 10th ed.* Belmont, CA: Wadsworth.
- DVD of the movie *Ordinary People* (Director, Robert Redford), Paramount Pictures, 2001.

GRADING:
Grading is based on nine (9) Exercises reflecting an understanding of readings & lectures and the ability to apply this understanding to clinical case material. Students will be given numerical grades and comments on exercises. The Exercises and criteria for grading are described on the document entitled *Exercises* on OwlSpace under Resources), Total grade consists of:

- 9 homework exercises, 7 of which will be graded on a 100-point scale and 2 of which are pass/fail
- *All assignments must be completed in order to pass the course*

Exercises are due in Drop-box on Owl-Space by 1:30 p.m. on the date due. *Lateness will result in a loss of 1 point for each day that the assignment is late.* If your grade is 92, one day late will result in a grade of 91, two days late, a 90, and so forth. Please leave time for computer glitches and crashes.
If an Exercise is late, you may not attend the discussion portion of the class on the day it is due, so you will also accrue one unexcused absence.

SPECIAL NEEDS: Any student with a documented disability needing academic accommodations should speak with Dr. Diddel by September 1st or within a week of the onset/diagnosis of the condition. All discussions will remain confidential. Students with disabilities must first contact Disability Support Services. Because assigned essays will be discussed in class, being allowed extra time for essay assignments is not an option.

COURSE OUTLINE & ASSIGNMENTS

DATE	CLASS TOPIC	ASSIGNMENT DUE
8/23	Course overview & expectations	
	SECTION 1: PSYCHODYNAMIC PSYCHOTHERAPIES	
8/25	The nature and practice of psychotherapy	S&S, Chapter 1
8/30	Psychoanalytic Psychotherapy: Freud	S&S, Chapter 2
9/1	Resistance & the defenses	*DSM IV* , pp. 807-813 (Owl) Vaillant (2000) *J Abn Psy, 55(1)*, 89-98
9/6	Individual Psychotherapy (Adler) Object Relations Theory	S&S, Chapter 3
9/8	Review & discussion, psychodynamic Behavior change project – reporting in	**Exercise #1 - Psychodynamic**
	SECTION 2: HUMANISTIC & EXISTENTIAL APPROACHES	
9/13	Existentialism & logotherapy	S&S, Chapter 4
9/15	Existentialism in practice Trauma & major life transition	Yalom, *Love's Executioner* (OwlS) Do we actually ***have*** free will and choice?
9/20	Client-Centered & Rogerian approaches	S&S, Chapter 5
9/22	Motivational Interviewing:	Rotgers (OwlSp)
9/27	Review & discussion	**Exercise #2 – Humanist & Existential**
	SECTION 3: SYSTEMS THEORY & FAMILY INTERVENTIONS	
9/29	Systems theory & intervention Process vs. content	S&S, Chapter 12, pp. 405-417
10/4	Group Therapy (Yalom)	Yalom, *Group Therapy* (OwlS)
10/6	Support & 12-step groups	**Exercise #3: 12 step group (Pass/Fail)**
10/11	MID-SEMESTER BREAK – No Class	

DATE	CLASS TOPIC	ASSIGNMENT DUE
10/13	Family systems theory & psychopathology Family intervention	S&S, Chapter pp. 417-438
10/18	Multigenerational considerations (Bowen) Systems theory in individual therapy	**Exercise #4 – Family tree (Pass/Fail)**
10/20	The marital dyad	Gottman (OwlS)
10/25	Review & discussion, Family Intervention	**Exercise #5 – Family Systems**
	SECTION 4: COGNITIVE-BEHAVIOR THERAPY & 3rd GENERATION CBT	
10/27	CBT theory & intervention ABC's & Margaret's behavioral self-observation	S&S, Chapter 8
11/1	Cognitive restructuring: What does it look like? Ericksonian hypnotherapy: Healing storytelling	S&S, Chapter 11
11/3	DBT, ACT & other 3rd generation therapies	S&S, Chapter 14
11/8	Interviewing & Psychosocial History Schedule interviews	**Exercise #7: Interview mock patient** (Must be completed before Thanksgiving)
11/10	Positive Psychology: Theory & intervention Gratitude letter	Optimism test & VIA Strengths test (OwlS)
11/15	Review & discussion, CBT	**Exercise #6 – CBT's**
11/17	Incorporating gender & culture in intervention	S&S, Chapters 10 & 13
11/22	Discussion of change projects	
11/24	THANKSGIVING – No Class	
11/29	Review of Interview & Psychosocial History	**Exercise #8: Psychological Report**
12/1	Last class- behavior change project discussion Appreciative inquiry exercise	E**xercise #9: Turn in "Progress Notes"**